

Pupil premium strategy statement – St Patrick’s Catholic Primary School

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	259
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Mary Murphy
Pupil premium lead	Mary Murphy
Governor / Trustee lead	K Elliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£127,830

Part A: Pupil premium strategy plan

Statement of intent

To ensure all children with Pupil Premium continue to outperform non-Pupil Premium children nationally by the end of KS2 and for SEND pupils who are also PP, to make good progress from their starting points.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children who are disadvantaged may also have additional barriers to learning (SEND).
2	Low attainment on entry to Foundation Stage in all areas of development, particularly in Communication and Language and PSED (self-care)
3	Complex family dynamics and stresses within the home-life of the children which impact on their emotional wellbeing and ability to learn.
4	Shortage of Special Provision for children with complex SEND in KS1 (Nurture group.)

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
KS1 Pupil Premium children who are also SEND continue to make accelerated progress from their starting point to keep pace with their peers.	Smart targets reviewed half-termly and the overwhelming majority met.
LKS2 Pupil Premium children who are also SEND continue to make accelerated progress from their starting point to keep pace with their peers.	Smart targets reviewed half-termly and the overwhelming majority met.
Pupil Premium children achieve above national at GLD.	PP children in FS2 reach this target. (Non-SEND)

PP children will continue to outperform children nationally.	PP children will continue to outperform children nationally. The gap will narrow between PP and Peers.
Children and staff have high expectations of what all children, including those in receipt of pupil premium can achieve and all children are appropriately challenged.	High expectations set for all PP children, of all levels of prior attainment.
To support and enhance the curriculum, giving children the opportunity to participate fully in school life with enrichment activities both within and beyond the school. (Cultural capital)	PP children participate fully in curriculum enrichment (school journeys etc.) and extra curricula clubs.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £73,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher each morning in lower KS2 to support lower attaining pupils including PP</i>	EEF collation of research, indicates that the progress of lower attaining pupils requires the instructional skills of a qualified teacher.	1, 3
<i>Additional Teacher SENCO ffor 20 hours per week leading learning in</i>	EEF collation of research, indicates that the progress of lower attaining pupils requires the instructional skills of a qualified teacher.	1 and 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £62,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Top up of TA provision across the school in core lessons.	Supporting children within lessons (re-inforcing not replacing teacher instruction) to ensure quality first teaching for all has high impact on pupil progress.	1-4

Additional 1:1 TA providing support to PP children in KS1	EEF highlights the success of TAs in straightforward structured work on focused literacy or numeracy programs that are time-limited and evidence-based.	1,3,4
Additional TA hours for intervention programmes.	EEF highlights the success of TAs in straightforward structured work on focused literacy or numeracy programs that are time-limited and evidence-based.	1,3,4
Additional Educational Psychology Service and Speech and language service support	Early identification of PP children with SALT needs and pursue possible SEN.	1-4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidised and free access to a range of clubs</i>	<i>Evidence that this may impact on wellbeing of children and their attitude to school.</i>	3

Total budgeted cost: £136,846

(Total exceeds the sum allocated and is supplemented by school budget.)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

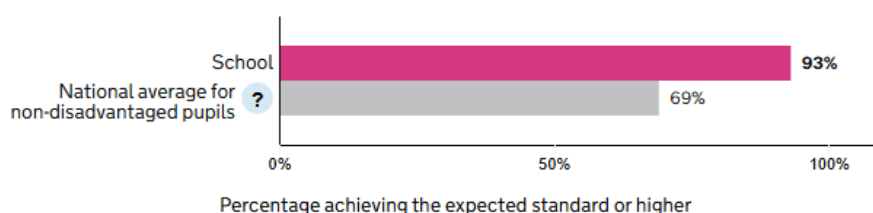
The DfE outcome figures for disadvantaged children at St. Patricks remain above the local and national figures at the end of KS2 as follows:

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 15

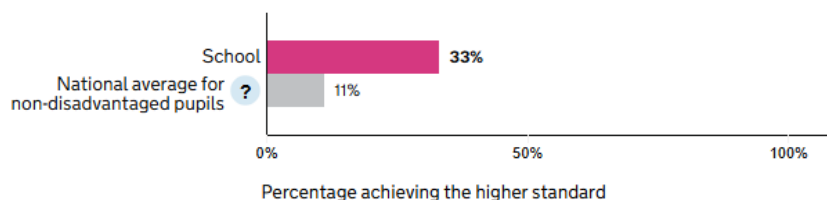
[View as table](#)



Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 15

[View as table](#)



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Essential Writing	HFL Education
Essential Maths	HFL education

